

Shorne Village Pre-School

Inspection report for early years provision

Unique Reference Number	127541
Inspection date	12 March 2007
Inspector	Beryl Witheridge
Setting Address	Village Hall, The Street, Shorne, Gravesend, Kent, DA12 3EA
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Registered person	Little Angels Nurseries (Kent) LLP
Type of inspection	Integrated
Type of care	Sessional care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Shorne Village Pre-school opened in 1995 and operates from two rooms in a village hall. It is situated in the village of Shorne, Kent. A maximum of 30 children may attend the nursery at any one time. The nursery is open each weekday from 09.15 to 11.45 for 39 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 49 children aged from two to under five years on roll. Of these 24 children receive funding for nursery education. Children come from a wide catchment area. The pre-school can support children with special educational needs, and supports children who speak English as an additional language.

The pre-school employs six staff. Of these all staff, including the manager, hold appropriate early years qualifications. All staff are undertaking ongoing training.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn about their bodies and good health issues. They are encouraged to wash their hands after going to the toilet and after messy play; staff escort them to the toilets, because of the layout of the building. At snack time they use an antibacterial gel; staff remind them to rub their hands thoroughly, all children know 'it is to get rid of the germs'. Staff use disposable gloves when dealing with any bodily fluids, they carry the gloves in their pockets at all times. Tables are wiped with antibacterial sprays to ensure that surfaces are clean. Children with infectious illnesses do not attend the pre-school which helps prevent cross infection. Children's health needs are promoted through the written policies and the accident and medication records. The accident records are used as a way of identifying if there are any areas of risk on the premises. Children enjoy opportunities to be active.

Children are encouraged to eat healthy foods. Drinks are readily available for them throughout the session. The snacks provided include a selection of fruits and cereals such as Shreddies which do not have additives. Children serve themselves from the cereal container with a scoop. Staff work closely with parents to ensure that children's individual dietary needs are met.

Children's physical development is encouraged through the opportunities to use hoops, stilts, egg and spoon races, parachute games and the daily physical routines which encourage their large motor development. A dance teacher has given them lessons in dance and music. Children begin to understand the effects exercise has on their bodies, they lie on the floor after doing their warm up exercises and put their hands on their hearts, 'mine is going fast' says a very enthusiastic member of the group. Fine motor development is good because children have many opportunities to use appropriate equipment and tools, such as pens, pencils, scissors, scoops for serving their fruit and cereals and pouring their own drinks.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are able to learn and play in warm, clean, bright premises; the group has a friendly atmosphere. The children are cared for in two rooms in a village hall. The smaller room is for quieter activities and the main hall used for mostly physical activities as there is no outdoor play area. The smaller room is set up to allow different areas of play and the children move easily from activity to activity. The premises are safe and secure; a stair gate is across the door as the children arrive and parents are called in individually to collect their children at the end of the session. There are also alarms on the doors so that a child cannot leave the room unnoticed. There are procedures in place should someone other than the parent/carer be collecting the children. Children are supervised closely at all times. Toys and equipment are checked regularly, sterilising solution is used for the cups and plates and staff take home the dressing up clothes and cushions to wash. Smoke detectors and fire extinguishers help to provide safe surroundings. Staff also carry out a daily pre-opening check of the premises before the children arrive.

Children are learning how to help keep themselves safe. They carry out a termly emergency evacuation practice; this is carried out over several days so that all children are included. There are procedures in place for outings such as visiting the local shops or post office; children always walk in pairs and staff reinforce safety when crossing the road. Children's welfare is fully

considered through the safeguarding children procedures which are in place. One member of staff has recently updated her training and has fed this information back to the rest of the staff. Staff are aware of their own vulnerability and the procedures to be followed in the event of an accusation are included in the written policy.

Helping children achieve well and enjoy what they do

The provision is good.

children come happily into the group, eagerly settling to the activities provided. Children have fun playing together; they show interest in the activities available, they play well together in groups and they share and negotiate their roles when taking part in role play. A member of staff is allocated to each area of play and learning; some activities are adult led and some are child led. Children do not have free access to all of the resources because the equipment has to be put out and cleared away at the beginning and end of each session but staff will change an activity if it is not working or if the children ask for something else. Toys and resources include role play, puzzles, construction, Mother's Day book marks, dolls and prams, puppets, book corner, puzzles, stickle bricks, cars, roads and garages, picture cards depicting 'happy' and 'sad', trampoline, maths development with shapes and texture, singing, stories and physical exercises. Children are friendly and sociable, they enjoy being imaginative; they love using the puppets and these are used to good effect with a child who is upset, he happily relates to the puppet rather than the adult or other children until he is calmer and settled. Children show a high level of wellbeing and involvement as they settle easily to activities throughout the session; they have a good relationship with staff and each other. There is a lot of chatter and laughter; children enjoy being with each other and the staff. Their learning is extended by staff who talk to them and ask open ended questions; when a child produces a piece of construction, a member of staff asks him to describe it to her and explain how it works, which he eagerly does.

Nursery Education

The quality of teaching and learning is satisfactory. Some staff have a sound knowledge of the Foundation Stage and others a basic understanding of how children learn. Staff use the early learning goals and the stepping stones when they are planning the activities; they do this in pairs with responsibility for two areas of learning. Activities are evaluated and this evaluation is used to help with future planning. However the planning is not linked directly to the next steps for individual children. Children are progressing in relation to their individual starting points but it is not possible to identify where on the stepping stones they actually are because their records are not clearly linked to the stepping stones. Staff carry out termly observations and are beginning to identify some next steps but this is not consistent. Children are interested in the broad range of activities and experiences provided, which cover the six areas of learning, but these are not always suited to the needs of the children. They do however reflect the community the children come from and the wider world around them.

Children enjoy their time at the setting. They are happy and eager to take part in what is on offer for them to play with. They talk openly to the staff and ask questions. Children understand between right and wrong and consider the consequences of their actions on others; this is supported by the use of the 'kindness tree'.

Children are becoming independent learners as they confidently select the toys and activities on offer, and this is promoted by the staff who encourage them. Children take 'Shaun' the bear home throughout the week and at weekends and then complete a notebook with photos and comments. One child took him home and shares his experiences with the group telling them

how he told Shaun a story, got him to help to wash the car and how Shaun was able to sleep in the same bed as the cat. Children show an appreciation of books and stories which are freely accessible; they sit and share books with each other talking about the pictures. Children communicate well with both peers and adults. They listen and take turns when speaking in groups. During role play they negotiate their roles and talk about what they want to do and where they want to go while taking their 'babies' for a walk in their buggies. Some children can recognise simple familiar words such as their names and others; children self select their names when they arrive at the beginning of the session. Children learn how to use numbers in everyday situations; they help to lay the table for snack time, counting the number of children and how many plates and cups they will need. Children show that they understand size and shape through activities such as doing jigsaws and playing with construction. They have opportunities to explore capacity through water sand play.

Children learn about living things through activities such as planting and growing cress from seeds. Children investigate using their senses, they have shapes in silver and gold all of which have different textures, the children are able to feel them and describe them using words such as soft, smooth, shiny, bumpy, and prickly. Children learn about themselves and one another; they look at other festivals and cultures; an Indian parent came into the group and told the children the story of Divali, they also look at other celebrations such as Chinese New Year, Christmas and Mother's Day. Children's fine motor skills are developing well. They are competent at doing jigsaw puzzles and building with construction. Children show interest and involvement regarding a sense of time, one child talks about his holiday, where he went, who he went with and how he got there on an aeroplane. Children demonstrate a good awareness of space and move confidently, imaginatively and safely during physical activities such as taking part in exercises in the main hall; they jog, they take large steps, walk sideways and backwards, they are reminded by staff to be aware of the person in front of them and behind them. They enjoy balancing, jumping, running, music and movement. Children enjoy being creative and make some spectacular designs on their Mother's Day cards. Unfortunately they are not able to display their work on the walls which does not allow them to celebrate their achievements. Children enjoy singing songs; they all join in enthusiastically, some children are eager to lead from the front and want to sing on their own while others are happy to just join in with the rest.

Helping children make a positive contribution

The provision is good.

Children are openly welcomed into the group and staff are aware of treating them according to their individual needs. Staff talk to the parents to learn about the children's backgrounds, their culture or any specific needs there may be. Toys and resources promote positive images of diversity for the children. Children learn about different festivals and celebrations throughout the year. They have looked at Chinese New Year, Christmas and Divali. Parents support these activities by coming in to talk to the children about a festival which their family may be celebrating. Children are able to learn about their similarities and differences as well as exploring aspects of the wider world. Children who have learning difficulties and disabilities are well supported with staff undertaking extra training to provide the level of care which is required to meet their needs, including sign language. They work closely with the parents to ensure they are meeting the children's needs.

Children's behaviour is of a high standard. They are involved in setting the ground rules and understand what is expected of them. This is extended and supported with the 'kindness tree'. Children receive a certificate, to take home, for being kind or helpful, they then have a paper

apple with their name and what they have done written on it which they can stick onto the 'kindness tree'. Staff are excellent role models and discuss any unacceptable behaviour with children in a positive, calm manner. Children are regularly praised which helps to promote their confidence and self esteem. Children benefit from consistency of care, because the staff and the parents have an open relationship. Parents feel that they can talk to the staff at any time with any concerns they may have. Parents are kept well informed about the group through termly newsletters.

The partnership with parents is satisfactory. Parents receive written information about the curriculum in the prospectus when their child first starts at the group, but parents were not totally clear about the early learning goals and stepping stones. Parents receive a termly progress report about their child. However these records are not clearly linked to the stepping stones so it is not possible for staff to explain to parents how well their child is progressing towards the early learning goals. Parents can ask to see their child's records at any time, there are no formal arrangements for inviting parents in to discuss their child's progress unless there is a concern. Parents feel that their children are making progress and are developing well since starting at the pre-school.

Organisation

The organisation is good.

Children are happy, confident and secure within the pre-school. The owners of the group have ensured that the staff caring for the children are suitably qualified to do so. There are six staff employed in the pre-school and all hold an early years qualification and are involved in ongoing training. Some staff are first aid trained and the others are awaiting courses to update their qualifications. Every member of staff has a current Criminal Records Bureau disclosure. The recruitment procedures for employing new staff are rigorous and robust; although there has not been a need to employ any new staff recently as the staff rarely leave. The staff risk assess constantly and supervise children at all times. The required range of documentation and records are in place, including daily attendance records, which show clear arrival and departure times for children. The registration certificate is clearly displayed and the required records are all stored confidentially and are readily available for inspection. Staff continually implement the policies and procedures to ensure that the children's safety, welfare, care and learning are promoted.

Leadership and management is satisfactory. Children are well cared for and the activities provided are planned for using the Foundation Stage. The overall success of the curriculum is not being clearly assessed or monitored and it is not clearly linked to the needs of the children. There is a vision for the wellbeing of the children through ensuring that the care is in place first, that children are comfortable and content in their environment, then providing the education curriculum. The owners verbally induct new staff and identify any relevant training or resources through discussion and feedback on working practices. Staff are motivated through half termly staff meetings, yearly appraisals, self evaluation and attendance at training courses. Any courses undertaken are shared with all staff by cascading information. The pre-school receives support from an early years advisory teacher.

The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the pre-school was asked to deploy staff effectively at all times, to ensure resources available reflect anti-discriminatory practice and to ensure that the complaints procedure includes the correct contact details for the regulator.

Staff now ensure that there is always a minimum of two staff in a room at any one time and that when the older and younger children have separate activities they maintain the required ratios for each age group, so that children are always well supervised. They have increased and extended their supply of resources which provide the children with positive images of the diversity of society. The complaints procedure now contains the correct contact details for the regulator, should a parent wish to complain about the provision.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaint record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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The quality and standards of the nursery education are satisfactory.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- devise a way to display the children's work so that they can feel pride in their achievements

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- improve staff's understanding of the Foundation Stage and the use of the stepping stones towards the early learning goals
- show how the children's progress is clearly linked to the stepping stones and how this information is used to inform future planning

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk